



# Professional Learning Modules

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State Superintendent  
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# Objectives

- Gain a deeper understanding of the Professional Learning Modules for the Common Core State Standards (CCSS) for mathematics and English language arts and other resources.
- Investigate how to use these resources for local professional learning activities for teachers and administrators.





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# Meeting the Goals of College and Career Readiness

- The development, dissemination, and adoption are only the first steps to raise levels of student performance.
- Everything depends on the effectiveness of implementation at the classroom level.

Source: Stephanie Hirsh, author of *Building Professional Development to Support New Student Assessment Systems*



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# Portrait of a Student who Meets the Standards

- Demonstrate Independence
- Build Strong Content Knowledge
- Respond to Demands of Audience, Task, Purpose, and Discipline
- Comprehend as Well as Critique
- Value Evidence
- Use Technology and Digital Media Strategically
- Understand Other Perspectives and Cultures



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# Transitioning to the CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects

- **Building knowledge through content-rich nonfiction**
- Reading, writing and speaking grounded in **evidence from text**, both literary and informational
- Regular practice with **complex text** and its **academic language**

Source: <http://www.achievethecore.org/steal-these-tools>





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# Informational Text

- Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Source: page 33 of the CCSS for ELA and Literacy in  
History/Social Studies, Science, and Technical  
Subjects



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# Critical Analysis/Use of Evidence



- Describe how reasons support specific points the author makes in a text. (2.RI.8)
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (8.SL.3)
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.WHST.1.b)





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# Focus on Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (5.RL.10)
- Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (11-12.SL.1)

<http://myboe.org/portal/default/Content/Viewer/Content?action=2&scld=306592&scild=11384>





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# Increased Student Collaboration



- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (3.W.6)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.SL.1)

<https://www.teachingchannel.org/videos/teaching-subtracting-integers>



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# Transitioning to the CCSS for Mathematics

1. **Focus** strongly where the standards focus
2. **Coherence: Think** across grades, and **link** to major topics within grades
3. **Rigor:** In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**

Source: <http://www.achievethecore.org/>





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# Standards for Mathematical Practice

Describe ways students **engage** with the subject matter throughout the elementary, middle, and high school years

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



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# What do teachers really need?

- Assurances that they will be teaching the correct content to ensure their students achieve the CCSS.
- Assurances that new assessments will accurately determine the extent to which students perform at standards.

Source: Stephanie Hirsh, author of *Building Professional Development to Support New Student Assessment Systems*





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# Links to the Modules

- [Overview of the Common Core State Standards for California Educators](#)
- [Mathematics: Kindergarten through Grade Eight Learning Progressions](#)
- [Mathematics: Kindergarten through Grade Twelve Standards for Mathematical Practice](#)
- [English Language Arts: Informational Text—Reading](#)



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# CDE CCSS Web page

<http://www.cde.ca.gov/re/cc>

- Subscribe:

[join-commoncore@mlist.cde.ca.gov](mailto:join-commoncore@mlist.cde.ca.gov)

[subscribe-sbac@mlist.cde.ca.gov](mailto:subscribe-sbac@mlist.cde.ca.gov)

- Contact us:

[commoncoreteam@cde.ca.gov](mailto:commoncoreteam@cde.ca.gov)





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# Final Thoughts

- Be careful when spending dollars on the numerous Common Core products and services that purport to help with your students' college and career readiness.
- Excite your teachers and school leaders with opportunities and support for their innovations and ideas.
- Inspire them with high quality professional learning and give them time to learn and collaborate with their colleagues.



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